



Mornington Primary School Behaviour Policy

Promoting positive behaviour

Our philosophy actively encourages good behaviour and we aim to 'accentuate the positive and eliminate the negatives.'

At Mornington Primary School, we foster the strong relationships that exist within school, which lead to mutual respect and encourage good behaviour. It is important to teach children in an atmosphere of warmth and support, so that children can develop self-confidence and a love of learning, pride in themselves and each other, seek to improve and have fun!

At Mornington Primary, our vision is simple. We believe that 'every child has the chance to shine.'

Successful Hard-working Independent Never give up Enthusiatic

Within this positive philosophy, we have a short list of clear and simple values, which all stakeholders share. These 'Green Team' values are displayed around school and in every classroom. Through discussion and example, our values are shared with the children on a regular basis to ensure all children understand the behaviour expectations and can thrive within school.

Green Team Values

We need to be:

Ready

Respectful

Responsible

Roles and responsibilities

As a school community, we believe we **all** have a responsibility to promote good behaviour and realise our school vision.

The role of adults in school

- Develop positive relationships based on mutual respect and understanding and high expectations
- Show, understand and demonstrate the school's beliefs about behaviour and share a duty to reinforce them and be a good role model
- Ensure school assemblies are used to promote children's social, emotional and behavioural skills
- Celebrate and reward good behaviour
- Ensure adults are consistent and positive role models
- Plan teaching activities that routinely incorporate tasks designed to promote children's social skills and emotional development as well as teaching the language of sharing and cooperation, choice and consequences
- Follow our clear systems for dealing with positive and negative behaviour to ensure consistency of action and language
- Take time to discuss actions with a child after the event
- Have opportunities to discuss and contribute to the development of school systems underpinning positive behaviour
- Use CPOMs to note changes in behaviour and to record specific incidents that give concern and require monitoring



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- Be aware of our systems, which can give additional support when a child experiences difficulties in developing or sustaining appropriate behaviour e.g. IEP, behaviour plans, AFA targets, involvement from outside agencies.

The role of children

- Understand our 'Green Team' values, how they translate into action in school during lessons, playtime and lunch time and demonstrate them at all times, including during educational visit and team events
- Care about and respect themselves, all adults and peers and their school environment
- Recognise their own success and be proud of their achievements
- Learn the value of friendship
- Be responsible for their own actions and part of the restorative process when incidents occur.

The role of parents

- Support the children in being Ready, Respectful, Responsible
- Celebrate their child's achievements and show an interest in school life
- Feel comfortable to come into school and work with the school on modelling and developing good behaviour
- Ensure children arrive at school at the correct time and are collected promptly wherever possible.
- Read school documentation and attend meetings.

Rewards

We promote positive behaviour by praising and rewarding. Rewards we use include:

- 'Shine' certificates on Friday assembly
- Use of messages, points and portfolio posts on Class Dojo
- Phone calls home or face to face conversation with parents for 'beyond expectation'
- Verbal praise, stickers, star charts, house points
- 'Wow' postcards home
- Lunch time fast track passes
- Half termly 'Star' certificates and achievement assembly, music certificates, sport certificates
- Attendance certificates
- End of year 'Achievement Presentation' Events
- End of Year Awards for Attainment, Effort and Progress and the 'Mornington Star.'

Sanctions

For the majority of our pupils, the range of strategies promoted via assertive, positive discipline techniques is enough to manage their behaviour. On occasion, it might be necessary to use alternative strategies to assist a child in achieving our high expectations of behaviour using other strategies including progressive sanctions, which are known to everyone and are widely agreed.

Our list of sanctions have been discussed and agreed between teaching staff and the School Council.

The sanctions are displayed around school and they have been communicated to parents.

Sanctions work on a traffic light system. Each class has a green (top), amber and red traffic light display in their classroom. The children start on Green. It is expected that they immediately meet expectations and are ready to learn.

It is the teacher's responsibility, or the adult leading the lesson to move children from one light to another.

If necessary, the following sanctions will apply:



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- Sanction 1** Verbal warning
FS2 and KS1 - Using a rule of 3
1st warning
2nd warning and a reminder of expectations and consequences if the 3rd warning is given.
3rd Final warning and progression to sanction 2.
KS2 - 1st warning and a reminder of expectations and consequences if the 2nd warning is given.
2nd warning given, move to Amber.
- Sanction 2** Moves to Amber
Miss all of playtime. This will be carried out in a designated room following the rota system within the KS (not DHT). This is recorded on ScholarPack in the Amber section and on Class Dojo. DHT and HoS monitor entries every term and repetition is investigated and followed up with the Head and families.
- In the next session the child has the opportunity to move back to Green if they behave appropriately. If they continue to misbehave then they move onto the next sanction.**
- Sanction 3** Moves to Red
Removal from class to DHT (or Senior teacher) to complete set work for an am/pm session
This is logged on Class Dojo and ScholarPack
Class teacher must invite parents in for a structured conversation. This meeting must explain and discuss the expectations.
- Once the child has returned to their classroom they have the opportunity to earn the right to move back to Green. This is at the teacher's discretion. However if their behaviour continues to be disruptive then they move onto the next sanction.**
- Sanction 4** Repeated cases - Sent to the Head of School
HoS discusses behaviour with the child, impact on learning and expectations of the school.
HoS decides on appropriate consequences for the child and is responsible for re-integration into class.
The HoS will meet with the parents to discuss the ongoing behaviour and the possibility of a behaviour log.
- Sanction 5** Severe cases - three or more reds a half term
Sent to the Head teacher and Head teacher to speak to parents
Child to work in HT office and leadership room

Acts of physical assault are taken very seriously and are recorded on Scholar Pack to act as a monitoring tool so that effective support or further sanctions can be implemented. Children should move to red.

In line with DFE guidance and the Physical Intervention policy trained staff may intervene using reasonable force with pupils when there is a risk to self, others or property, or when there is an issue of discipline or control. The actions that are taken will be in line with government guidelines on the restraint of children



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On some occasions, a formal fixed term exclusion might be issued. Formal procedures as set out in *'Exclusion from maintained schools, academies and pupil referral units in England - statutory guidance for those with legal responsibilities in relation to exclusion 2017 - updated 2021.*

During intervention in all situations, our procedures ensure that:

- Adult investigation ensures that all sides are heard
- Action with individual children follows investigations at an appropriate level.
- Where judged a serious breach of our school rules, parents are contacted in person, by phone or messaging on Class Dojo.

Special Educational Needs

As an inclusive school, we understand that our policy will not meet the needs of all of our children. Should exemptions need to be made, the class teacher will consult with the SENCo. Reasonable adjustments such as individual behaviour charts or alternatives to amber sanctions may be put into place.

Bullying

The Department for Education and Science says that bullying is *'deliberately hurtful behaviour repeated often over a period of time'*.

As part of a whole school focus on this important subject, we discuss bullying at regular intervals within assemblies, 'Safety week' and our Relationships curriculum via PSHE so that we can all be clear about what bullying is and how we should deal with it.

Bullying includes the following:

- something that happens more than once and is upsetting
- physical intimidation
- threats
- excluding individuals from play
- assertive play which intimidates
- name calling
- 'ganging up'
- cyber bullying
- any prejudiced and discriminatory behaviour

We stress to children that they must tell the adult who will deal with the situation there and then. It is important that a child knows that their concern has been heard and dealt with as quickly as possible. If a child only tells their parents at home of any incidents, then we encourage parents to inform the class teacher as soon as possible. We do not tolerate bullying and we investigate and deal with every incident. All reports are recorded on CPOMs for the attention of the Head, HoS or Deputy and appropriate actions are agreed. These reports are held on file and revisited at timely intervals.

Safeguarding

As a school, we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or



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patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Playtimes

Playtimes are periods of unstructured activity during the school day. It can be one of the happiest times in the school day. It can also be a period of boredom, loneliness and inactivity when inappropriate behaviour and bullying can occur.

We aim to promote positive behaviour during playtimes and lunchtimes. The midday supervisors are important to our whole school approach. Teaching staff monitor behaviour on a regular basis. Class teachers follow up any incidents, following reports from adults on duty.

The school council discuss issues that relate to playtime provision and these are discussed in class.

Supporting staff and pupils

Staff provide support to other members of staff, teaching and non-teaching, with regard to behaviour issues. Similarly, children are encouraged to behave in a way, which reflects the ethos of the school and to support each other wherever possible.

Equal opportunities

We aim to help all pupils to reach their full potential regardless of race (which includes colour, nationality, ethnicity) religion, age, disability or gender.

Link governor - Jill Owen

Reviewed : Clare Smith - September 2021